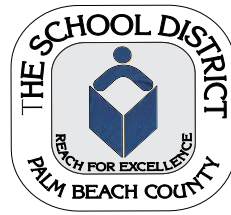


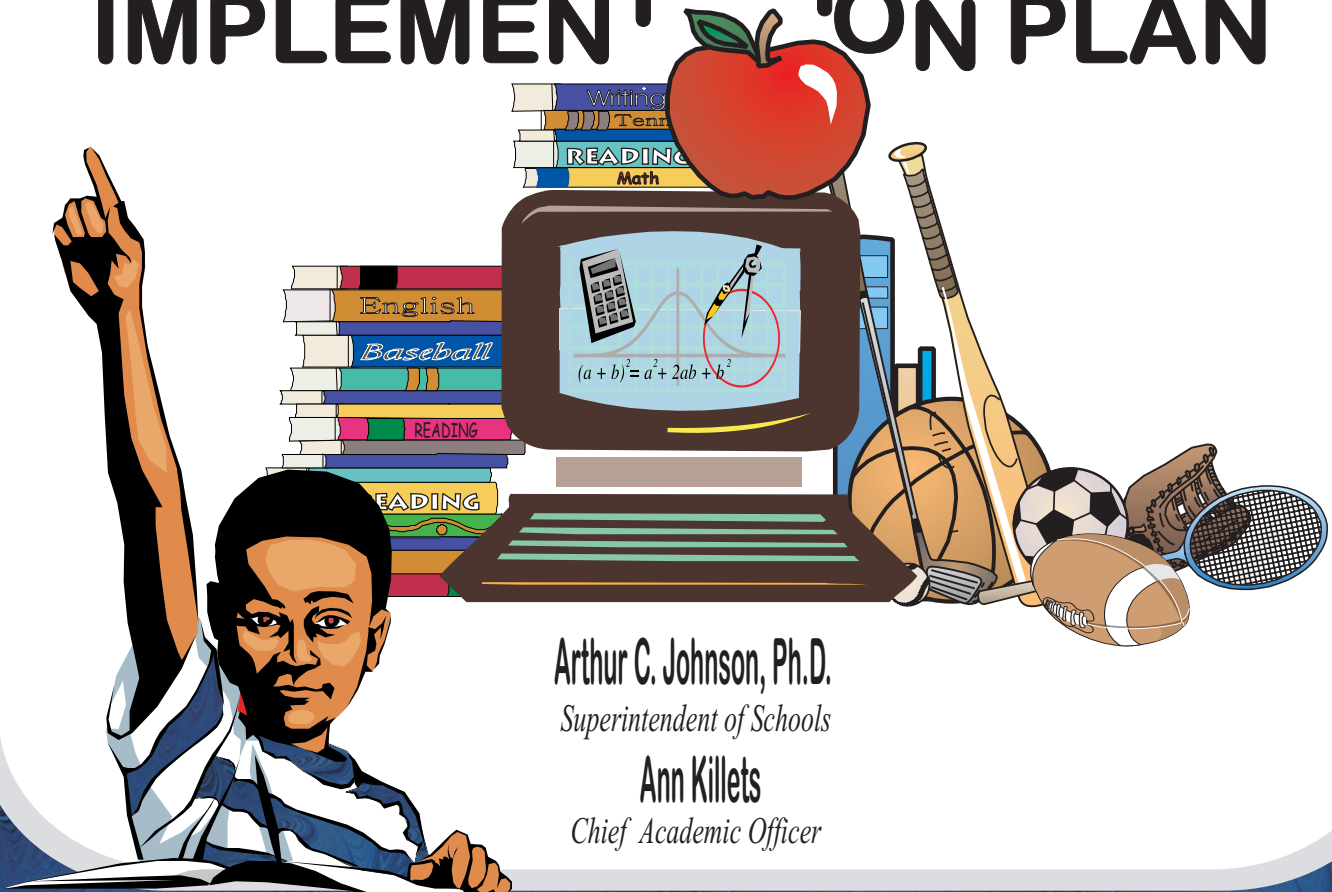
THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA



ANNUAL UPDATE 2004-2005

FLORIDA EDUCATIONAL EQUITY ACT

IMPLEMENTATION PLAN



Arthur C. Johnson, Ph.D.
Superintendent of Schools

Ann Killets
Chief Academic Officer

The School District Of Palm Beach County, Florida



Mission Statement

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

School Board Members

Tom Lynch, *Chairman*
William Graham, *Vice Chairman*
Monroe Benaim, MD
Paulette Burdick
Mark Hansen
Dr. Sandra Richmond
Debra Robinson, MD

Superintendent

Arthur C. Johnson, Ph.D.

Chief Academic Officer

Ann Killets

Assistant Superintendent for Quality Assurance

Dr. Janice Cover

Assistant Superintendent for Curriculum and Learning Support

E. Wayne Gent

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Executive Summary

EXECUTIVE SUMMARY

2004 – 2005 Annual Update Florida Educational Equity Act

BACKGROUND

The Florida Educational Equity Act, Section 1000.05, F.S. (formerly 228.2001, F.S.), became law in June 1984, and the implementing rules were adopted by the State Board of Education in February 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics and again in 2002 to clarify the K-20 responsibilities. Rule 6A-19.004, Interscholastic, Intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the monitoring and enforcement requirements.

In the past, the Educational Equity Act (EEA) planning process has been conducted in three-year cycles. The initial three-year cycle enabled local agencies to develop a general overview of their compliance status in the areas of policy, enrollment patterns, staffing patterns, financial aid, and athletics. During the second cycle, the planning process focused on mathematics as a critical curricular component. During the third cycle, science was the focus with chemistry as the target program in 1991-1992, physics in 1992-1993, and biological sciences in 1993-1994. The 1993-1994 year also initiated concentration on bringing institutions into compliance with gender equity in athletics.

During the next cycle, high school and middle school mathematics was the target program. From 1997-1998 through 2000-2001, institutions focused on closing the racial performance gaps in reading. During 1999-2000 districts and colleges were also required to submit the policies and procedures providing civil rights protections for students and staff. During 2001-2002, school districts began a focus on African American and Hispanic student access to high quality instruction. Community colleges began a focus on African American and Hispanic student success in achieving an A.A. degree. In 2002-2003, school districts continued to focus on African American and Hispanic student access to high quality instruction. Community colleges continued to focus on African American and Hispanic student success in achieving an A.A. degree.

In 2003-2004, school districts continued to focus on African American and Hispanic student access to high quality instruction including Advance Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12), 8th grade Algebra I and PLAN/ACT and PSAT/SAT test takers. In addition, school districts focused on closing the racial performance gaps in reading on the 3rd and 10th grade FCAT tests.

During 2004-2005 school districts will evaluate the success of the 2003-2004 methods and strategies aimed at reducing gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender.

STATEMENT OF COMMITMENT

The School Board of Palm Beach County is committed to providing equity in education for all students. This commitment is affirmed through the statements of its mission and goals:

SCHOOL BOARD MISSION STATEMENT

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

ACADEMIC BUSINESS PLAN

We believe that all children can learn and achieve high standards. We know that the future quality of life for our community is directly tied to the quality of education we guarantee for our children today. We cannot afford to let our students fail; and, more importantly, we cannot fail our students.

The district's *Academic Business Plan* is a comprehensive plan to ensure that all students receive the highest quality of education. The plan establishes a *framework* for accountability and continuous improvement for the District. The plan provides clear direction and focus to improve student achievement for all students regardless of race, ethnicity, gender, socio-economic status, or disability.

The plan contains: the Palm Beach County *School Board Mission and Goals* that set the vision for what we will achieve, *Key Results with Performance Goals* that define how we will measure progress toward those goals, and *Core Strategies and Priority Action Steps* that direct how we will accomplish our goals through the following three processes:

1. *Program Review*
2. *Zero Based Budgeting*
3. *Performance Management/Evaluation*

As a result, *School Allocation Formulas* will be utilized to ensure that the District resources are distributed to support the School Board Mission and Goals for all student populations.

The district measures its progress and effectiveness through the School Board adopted (July, 1999) *Achievement for All Plan Key Results*. The district reports on the performance of all students, and on the performance of student groups by race/ethnicity; students receiving services from Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) programs; and students who participate in the Free and Reduced Lunch Program.

SCHOOL DISTRICT GOALS AND KEY RESULTS

The School District of Palm Beach County, with leadership from our School Board, has developed **DISTRICT GOALS AND KEY RESULTS** for student achievement that will provide the direction and focus for our actions.

SCHOOL DISTRICT GOALS

Goal 1:

Increase literacy in reading, writing, and mathematics, for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.

Goal 2:

Improve achievement at critically low performing schools and among Quartile One students districtwide.

Goal 3:

Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld.

Goal 4:

Implement a challenging curriculum, including methods for individualized and group instruction, that support the Board's mission and goals.

Goal 5:

Provide continuous staff development to support the mission and goals.

Goal 6:

Institutionalize and correct, as needed, financial and management practices that are sound and accountable.

Goal 7:

Increase involvement by parents, business and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Goal 8:

Provide experiences that prepare students for productive citizenship.

SCHOOL DISTRICT KEY RESULTS

Key Result 1:

All students of each racial/ethnic group will read independently on grade level by the end of second grade.

Key Result 2:

All students of each racial/ethnic group will successfully complete Algebra I prior to tenth grade.

Key Result 3:

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and Florida Writes.

Key Result 4:

All schools will meet or exceed Level 4 criteria as measured by FCAT and Florida Writes.

Key Result 5:

All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 6:

All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.

Key Result 7:

All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.

Key Result 8:

All schools will decrease drop out rates and increase graduation rates for students of each racial/ethnic group.

Key Result 9:

All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.

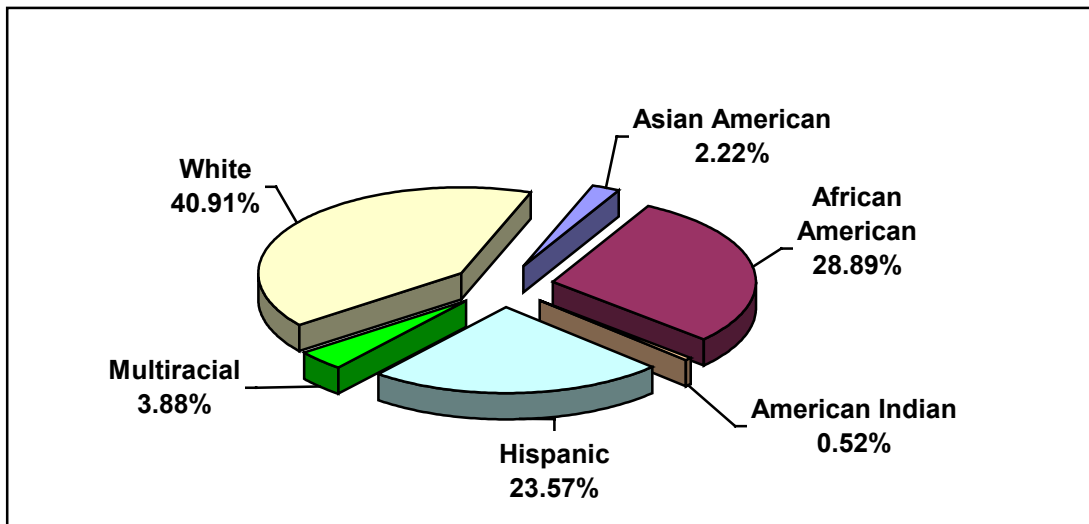
Key Result 10:

All district and system offices will align efforts and resources to accomplish key results.

DISTRICT DEMOGRAPHICS

	OCTOBER 2002		OCTOBER 2003		OCTOBER 2004	
	% STUDENTS	# STUDENTS	% STUDENTS	# STUDENTS	% STUDENTS	# STUDENTS
TOTAL	100%	165,146	100%	170,206	100%	186,040
MALE	51.51%	85,061	51.55%	87,749	51.27%	95,387
FEMALE	48.49%	80,085	48.44%	82,457	48.73%	90,653
WHITE	45.58%	75,266	44.32%	75,451	40.91%	76,115
AFRICAN AMERICAN	29.08%	48,019	28.88%	49,159	28.89%	53,738
HISPANIC	19.50%	32,210	20.43%	34,784	23.57%	43,851
ASIAN AMERICAN	2.23%	3,691	2.26%	3,863	2.22%	4,139
AMERICAN INDIAN	.54%	895	.56%	963	.52%	972
MULTIRACIAL	3.07%	5,065	3.51%	5,986	3.88%	7,225

2004-2005 STUDENT MEMBERSHIP, PREK -12



As our society grows more diverse, the task of providing effective learning experiences for every child in every classroom becomes increasingly more challenging. The School District of Palm Beach County recognizes this challenge and is determined to identify and eliminate obstacles that may exist within the structure of the schools and the school system.

ASSIGNMENT OF RESPONSIBILITY

SCHOOL BOARD AND SUPERINTENDENT

The responsibility for ensuring equality of opportunities and appropriate affirmative actions is ultimately, but not exclusively, that of the School Board of Palm Beach County. Overall district responsibility for the educational equity program is entrusted to the Superintendent of Schools or his designated representative. The Superintendent, as Chief Executive Officer of the district, is empowered to recommend specific programs and activities for implementation to the School Board.

DISTRICT AND SCHOOL CENTER ADMINISTRATORS

All other administrative staff members are required to assist the Superintendent in this function by monitoring their schools or departments and to ensure that every step is being taken to facilitate the implementation of the goals and employment opportunities articulated by the School Board. Chief administrative staff members have specific responsibilities for the development and implementation of short range objectives for equity on a year-by-year basis for each of their operating units. In like manner, it is their responsibility to give the Educational Equity Plan full support through positive leadership and personal example. Schools have been requested to address equity and safety issues in their school improvement plans.

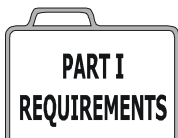
ALL EMPLOYEES

It is the responsibility of every employee of the district to create an environment which is conducive to achieving and maintaining educational equity.

REQUIREMENTS AND DISTRICT RESPONSES

The Florida Educational Equity Act, Section 1000.05, F.S. (formerly 228.2001, F.S.), requires that each governing board submits the 2004-2005 Educational Equity Act Annual Update to the Office of Equity and Access (OEA), Florida Department of Education.

The parts of the 2004-2005 Annual Update include the following:



MODIFICATION OF PROCEDURAL REQUIREMENTS – *This part of the report requires districts and colleges to report all changes made to the institutions' procedural requirement, it should not resubmit copies of policies or description of procedures. If items were identified for modification in the 2004-2005 Monitoring Work Plan (MWP), all the necessary modifications should be submitted with the Annual Update the specified date noted in the MWP. If all procedural requirements meet state and federal standards, as indicated in the MWP, and the district has made no changes, the Annual Update should indicate: No Changes Made.*



No changes made.



INCOMPLETE ITEMS OR PENDING ACTION - *This part of the report requires that the district describe action on all items that were incomplete when the 2003-2004 Annual Update was submitted OEA. Incomplete items are listed on the Monitoring Work Plan from the K-20 Office of Equity and Access. A description of what actions have been taken by the district, as well as projected timelines for completion of the items, should be included if the items remain incomplete at the time the district submits the 2004-2005 Annual Update. Items identified, as a results of a district’s on-site compliance reviews are included in the Monitoring Work Plan. Corrective Actions should be submitted promptly.*

If there are no incomplete items identified on the 2004-2005 Monitoring Work Plan, the Annual Update should report: No Incomplete Items.



No Incomplete Items



EVALUATION OF METHODS AND STRATEGIES – *This part of the report requires school districts to evaluate the success of methods and strategies to reduce gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender. The evaluation of success will be data driven based on 2003-2004 benchmark data and progress toward meeting accountability measures identified by each district. The purpose of the evaluation is to eliminate performance gaps and increase the participation of minority students. For each program area identified under this section, the district will evaluate the success of targeted methods and strategies. Based upon the evaluation, districts will continue implementation, modify methods and strategies or develop new targeted methods and strategies with specific action steps.*

This section should be completed following the specified components requested. All relevant data must be included.



The K-2 Reading Initiative, Accelerate Academic Achievement (AAA) and its components and the Single School Culture for Academics continue to positively impact achievement for all students.



**PART IV
REQUIREMENTS**

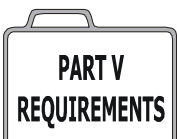
GENDER EQUITY IN ATHLETICS – *This part of the report is for districts to evaluate each school’s athletic program for compliance with gender equity in athletic requirements and complete the Compliance Verification Form provided. When a district finds that it is not in compliance with any of the gender equity in athletic components, a Corrective Action Plan for each school that is not in compliance will be submitted in the format provided by the OEA. For districts in total compliance, the Compliance Verification Form must be completed and submitted with the Superintendent’s signature.*

Districts that submitted gender equity in athletics corrective action plans with the 2003-2004 Annual Update will submit an evaluation of corrective actions demonstrating progress toward achievement of compliance

*Please note that Section 1000.05(6)(e), Florida Statutes, requires all district school boards, community college boards of trustees, and state university boards of trustees to submit data and information **necessary to determine compliance.***



The School District is in compliance with Gender Equity in Athletics.



**PART V
REQUIREMENTS**

VOCATIONAL TECHNICAL CENTERS: STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS. – *This part of the report as in Section 1007.264 requires postsecondary institutions to provide reasonable substitutions of certain requirements for any persons who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirements is related to the disability. Districts that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.*



Page 21 gives details of substitution provided under Section 1007.264



Part 1

Modification
to Procedural
Requirements

PART I

MODIFICATIONS OF PROCEDURAL REQUIREMENTS

This part of the report requires districts and colleges to report all changes made to the institutions' procedural requirement, it should not resubmit copies of policies or description of procedures. If items were identified for modification in the 2004-2005 Monitoring Work Plan (MWP), all the necessary modifications should be submitted with the Annual Update the specified date noted in the MWP. If all procedural requirements meet state and federal standards, as indicated in the MWP, and the district has made no changes, the Annual Update should indicate: No Changes Made.

1. **No changes were made** in the persons designated to coordinate civil rights compliance during 2004-2005.
2. **No changes were made** in the procedures for notifying the appropriate people of the identity of the equity coordinators.
3. **No changes were made** in the general policy of nondiscrimination.
4. **No changes were made** in the procedures for notifying the appropriate people of the policy of nondiscrimination.
5. **No Changes were made** in the following policies as requested in the 2002-2003 Monitoring Work Plan: Policy 5.001 – Protecting Students from Harassment and Discrimination, Policy 5.81 – Protecting Students from Sexual Harassment and Discrimination, and Policy 3.31 – Grievance Procedure for Employees.
6. **No changes were made** in the procedures for notifying appropriate persons of the availability of grievance/complaint procedures

Part II

Incomplete
Items or Pending
Action

PART II

INCOMPLETE ITEMS or PENDING ACTION

This part of the report requires that the district describes action on all items that were incomplete when the 2003-2004 Annual Update was submitted OEA. Incomplete items are listed on the Monitoring Work Plan from the K-20 Office of Equity and Access. A description of what actions have been taken by the district, as well as projected timelines for completion of the items, should be included if the items remain incomplete at the time the district submits the 2004-2005 Annual Update. Items identified, as a results of a district's on-site compliance reviews are included in the Monitoring Work Plan. Corrective Actions should be submitted promptly.

There are **no incomplete items** identified on the 2004-2005 Monitoring Work Plan.

Part III

Evaluation of
Method and Strategies

PART III

EVALUATION OF METHODS AND STRATEGIES

For identified programs, districts will submit an evaluation of methods and strategies to reduce gaps in student performance or increase participation of underrepresented groups. The evaluation of success will be data driven based on 2003-2004 benchmark data and progress toward meeting accountability measures identified by each district. The Department of Education will conduct analyses of district wide enrollment data in the identified programs for each district. Districts will utilize the analyses to evaluate evidence of success.

The state level disaggregated analyses of students scoring in each level on the 2004-2005 FCAT will not be available for distribution to districts prior to the June 30, 2004-2005 due date. District will utilize locally available data to evaluate the effectiveness of the implementation of methods and strategies and document evidence of success. The Office of Equity and Access (OEA) will complete the evaluation utilizing the disaggregated FCAT data and include the results in the 2005-2006 Monitoring Work Plan for each district.

For the 2004-2005 Annual Update, districts will evaluate the effectiveness of methods and strategies according to data driven evidence of success based on the 2003-2004 benchmark data and accountability measures in the following program areas:

- (1) Decrease the percentage of African American, Hispanic, Male and Female students scoring in Level 1 in reading on the 3rd grade FCAT test.*
- (2) Increase the percentage of African American, Hispanic, Male and Female students scoring in Levels 3-5 in reading on the 10th grade FCAT test.*
- (3) Increase the percentage of African American and Hispanic students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12). Unduplicated count.*
- (4) Increase the percentage of African American and Hispanic students enrolled in Algebra I in 8th grade.*
- (5) Increase the percentage of African American and Hispanic students taking the PLAN/ACT and the PSAT/SAT.*

(1)

FACT SHEET - METHODS AND STRATEGIES: STUDENT PARTICIPATION

Target Programs	Decrease the percentage of African American, Hispanic, Male and Female students scoring in Level 1 in reading on the 3 rd grade FCAT test.												
Target Students	3 rd Grade African American and Hispanic Students												
Contact Person	Denise E. Doyle, Director of Elementary Education –(561) 434-8511												
Description of Method, Strategy or Cluster of Methods & Strategies/ Target Dates	<p>The School District of Palm Beach County funds one Supplemental Academic Instruction (SAI) teacher for each elementary school. SAI instruction is supplemental to regular reading instruction. Students are enrolled in the SAI program based on their academic achievement. Students are identified and prioritized in the following order:</p> <ul style="list-style-type: none"> ▪ 3rd grade retained students with the lowest FCAT Reading scores of Level 1 and 2 ▪ 3rd graders who have previously been retained performing considerably or substantially below grade level as described in the Student Progression Plan ▪ Non-retained 3rd graders performing considerably or substantially below grade level as described in the Student Progression Plan using Scholastic Reading Inventory (SRI) scores, Reading Running Record scores and/or Literacy Performance Standards ▪ Retained fourth grade students who scored Level 1 or 2 on FCAT Reading ▪ 4th graders who were previously retained who scored Level 2 on FCAT Reading ▪ 5th grade students with a previous retention and scored Level 1 or 2 on FCAT Reading <p>In addition, the district's Accelerated Academic Achievement for High Needs Schools (AAA) initiative provides additional resources to 27 elementary schools including a grade 3-5 Reading Coach, frequent student assessments and progress monitoring, 120-minute uninterrupted literacy block daily, and teacher common planning time (Single School Culture).</p>												
Evidence of Success	<table border="1"> <thead> <tr> <th>Students</th> <th>2003-2004 FCAT Reading</th> <th>FY 2004-2005 FCAT Reading</th> <th>FCAT Reading (+/-)</th> </tr> </thead> <tbody> <tr> <td>AA/Black</td> <td>39%</td> <td>33%</td> <td>+6%</td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>26%</td> <td>+5%</td> </tr> </tbody> </table>	Students	2003-2004 FCAT Reading	FY 2004-2005 FCAT Reading	FCAT Reading (+/-)	AA/Black	39%	33%	+6%	Hispanic	31%	26%	+5%
Students	2003-2004 FCAT Reading	FY 2004-2005 FCAT Reading	FCAT Reading (+/-)										
AA/Black	39%	33%	+6%										
Hispanic	31%	26%	+5%										
Description of any Modifications or changes to Methods & Strategies	Eighteen district and three charter schools participated in the Reading First grant, and, as a result, had the services of a reading coach. The grant also has many assessments requirements. In addition, 30 elementary schools (27 district and 3 charter) have reading coaches for grades 3-5 students.												
Comments	None												

IMPLEMENTATION BENCHMARKS																								
Targeted Program 3 rd Grade Students	AFRICAN AMERICAN				HISPANIC				WHITE				FEMALE				MALE				TOTAL			
	2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	4019	30%	3676	28%	3009	22%	3118	23%	5516	41%	4999	37%	6557	48%	6536	49%	7053	52%	6814	51%	13,610	100%	13,350	100%
# of students scoring in Level 1 FCAT Reading	1576		1210		937		801		630		517		1320		1055		1823		1473		3143		2528	
% of students within race & gender scoring in level 1	39%		33%		31%		26%		11%		10%		20%		16%		26%		22%		23%		19%	

(2)

FACT SHEET - METHODS AND STRATEGIES: STUDENT PARTICIPATION

Target Programs	Increase the percentage of African American, Hispanic, Male and Female students scoring in Levels 3-5 in reading on the 10 th grade FCAT test.												
Target Students	10 th Grade African American and Hispanic Students												
Contact Person	Sue Millas, Reading Program Planner, Secondary & Career Education (561) 434-8122												
Description of Method, Strategy or Cluster of Methods & Strategies/ Target Dates	<ul style="list-style-type: none"> ▪ Tutorial programs for Level 1 and Level 2 students will be offered in addition to support offered as part of the regular instructional day, either before/after school or Saturdays. ▪ Intensive Reading Course required for Level 1 and Level 2 students using Read 180 or EDL 100. The course will also focus instruction on each of the clusters of tested benchmarks and assess mastery on a weekly basis, re-teaching each cluster as needed. ▪ Diagnostic Assessments (district generated) administered 2 times a year will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort. ▪ Additional training for Intensive Reading teachers will include FCAT strategies that will continue to support the students' efforts to score Level 3 and above on FCAT Reading. ▪ Creating Independence through Student-owned Strategies implementation begins summer, 2004, with content area teachers and administrators. Project CRISS strategies are designed to develop thoughtful and independent readers and learners that integrate new information with prior knowledge. 												
Evidence of Success	<table border="1"> <thead> <tr> <th>Students</th> <th>2003-2004 FCAT Reading</th> <th>2004-2005 FCAT Reading</th> <th>FCAT Reading (+/-)</th> </tr> </thead> <tbody> <tr> <td>AA/Black</td> <td>10%</td> <td>14%</td> <td>+4%</td> </tr> <tr> <td>Hispanic</td> <td>23%</td> <td>24%</td> <td>+1%</td> </tr> </tbody> </table>	Students	2003-2004 FCAT Reading	2004-2005 FCAT Reading	FCAT Reading (+/-)	AA/Black	10%	14%	+4%	Hispanic	23%	24%	+1%
Students	2003-2004 FCAT Reading	2004-2005 FCAT Reading	FCAT Reading (+/-)										
AA/Black	10%	14%	+4%										
Hispanic	23%	24%	+1%										
Description of any Modifications or changes to Methods & Strategies	<ul style="list-style-type: none"> ▪ Secondary social studies teachers will be trained in Content Enhancement Routines method of delivering curriculum. ▪ Progress monitoring of Level 1 and Level 2 students will include diagnostic results, common assessments, and SRI. 												
Comments	None												

IMPLEMENTATION BENCHMARK

Targeted Program 10 th Grade Students	AFRICAN AMERICAN				HISPANIC				WHITE				TOTAL			
	2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	3929	31%	2827	25%	2339	18%	2136	19%	4122	33%	5515	49%	12,648	100%	11,196	100%
# of students scoring in level 3 FCAT Reading	280	7%	243	9%	328	14%	289	14%	1481	36%	1364	25%	2089	17%	1896	17%
# of students scoring in level 4 FCAT Reading	59	2%	73	3%	90	4%	103	5%	647	16%	610	11%	796	6%	786	7%
# of students scoring in level 5 FCAT Reading	43	1%	93	3%	110	5%	122	6%	762	18%	825	15%	915	7%	1040	9%
# of students scoring in levels 3-5	382		409		528		514		2890		2799		3800		3722	
% of students within race & gender scoring in levels 3-5	10%		14%		23%		24%		70%		51%		30%		33%	

(3)

FACT SHEET - METHODS AND STRATEGIES: STUDENT PARTICIPATION

Target Programs	Increase the percentage of African American and Hispanic students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12). Unduplicated count.																																											
Target Students	9-12 grade African American and Hispanic Students																																											
Contact Person:	Dr. Brenda Magee – Director, Department of Secondary & Career Education (561) 434-8714																																											
Description of Method, Strategy or Cluster of Methods & Strategies/ Target Dates	<ul style="list-style-type: none"> ▪ Counselors will use the PSAT predictor to identify students with academic potential for success in Advanced Placement courses. ▪ Students will be provided with a copy of “Countdown to Success” brochure. This brochure is a joint venture with Palm Beach County School District and Palm Beach Community College. ▪ High schools with high numbers of LEP students have an ESOL counselor assigned specifically to provide guidance to our active LEP students. The ESOL counselor insures that LEP students gain access to educational opportunities, i.e. honors, Advanced Placement, and dual enrollment courses. ▪ All math and science department chairmen will be trained on upper level course pathways. <p>The Department of Secondary and Career Education will share with high school principals best practices for motivating students to enroll in high level courses.</p>																																											
Evidence of Success	<table border="1"> <thead> <tr> <th rowspan="2">Students</th> <th colspan="3">Advanced Placement</th> <th colspan="3">Dual Enrollment</th> <th colspan="3">Level III</th> <th>Total</th> </tr> <tr> <th>2003-2004</th> <th>2004-2005</th> <th>+/-</th> <th>2003-2004</th> <th>2004-2005</th> <th>+/-</th> <th>2003-2004</th> <th>2004-2005</th> <th>+/-</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>AA/Black</td> <td>3%</td> <td>4%</td> <td>+1%</td> <td>2%</td> <td>2%</td> <td>0%</td> <td>20%</td> <td>25%</td> <td>+5%</td> <td>+6</td> </tr> <tr> <td>Hispanic</td> <td>7%</td> <td>10%</td> <td>+3%</td> <td>2%</td> <td>2%</td> <td>0%</td> <td>22%</td> <td>23%</td> <td>+1%</td> <td>+4</td> </tr> </tbody> </table>	Students	Advanced Placement			Dual Enrollment			Level III			Total	2003-2004	2004-2005	+/-	2003-2004	2004-2005	+/-	2003-2004	2004-2005	+/-	+/-	AA/Black	3%	4%	+1%	2%	2%	0%	20%	25%	+5%	+6	Hispanic	7%	10%	+3%	2%	2%	0%	22%	23%	+1%	+4
Students	Advanced Placement			Dual Enrollment			Level III			Total																																		
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Description of any Modifications or changes to Methods & Strategies	The strategies above appears to be working and will be continued.																																											
Comments	None																																											

IMPLEMENTATION BENCHMARKS																
Targeted Program 9 th – 12 th grade student	African American				Hispanic				White				Total			
	2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	14809	30%	14340	27%	8974	18%	9540	18%	23898	48%	23212	44%	50066	100%	52350	100%
# enrolled in Advanced Placement courses	450	3%	600	4%	673	7%	990	10%	3186	13%	4121	18%	4309	9%	5711	11%
# enrolled in Dual Enrollment courses	299	2%	231	2%	196	2%	229	2%	1092	5%	1052	5%	1587	3%	1512	3%
# enrolled in Honors courses *	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
# enrolled in Level III courses	3032	20%	3553	25%	2009	22%	2170	23%	12810	54%	4524	19%	17,851	36%	10,247	20%
# AP, DE, and Level III	3781		4384		2878		3389		17088		9697		23,747		17,470	
% of 9 th -12 th students within race	26%		31%		32%		36%		72%		42%		47%		33%	

*Honors data is included in the Advanced Placement data.

(4)

FACT SHEET - METHODS AND STRATEGIES: STUDENT PARTICIPATION

Target Programs	Increase the percentage of African American and Hispanic students enrolled in Algebra I in 8 th grade.															
Target Students	8 th Grade African American and Hispanic Students															
Contact Person	Joanne Patchin, K-9 Algebra Program Planner, Secondary & Career Education (561) 434-8819															
Description of Method, Strategy or Cluster of Methods & Strategies/ Target Dates	<ul style="list-style-type: none"> ▪ Identify, offer and encourage 7th grade AA/Black and Hispanic students to attend the four weeks <i>Algebra Prep Program</i> during the summer to ensure success in 8th Grade Algebra I. ▪ Middle Schools will offer after school tutorials for 6th and 7th grade students to reinforce necessary math skills for success during Pre-Algebra. ▪ <i>Riverdeep</i> software will be used to introduce and reinforce algebra concepts for students. ▪ Middle School teachers will be encouraged to attend staff development training not only to strengthen content knowledge but also to learn methods/strategies/best practices to meet the needs of their students. 															
Evidence of Success	<table border="1"> <thead> <tr> <th>Students</th> <th>2003-2004 Algebra I</th> <th>2004-2005 Algebra I</th> <th>Algebra I (+/-)</th> </tr> </thead> <tbody> <tr> <td>AA/Black</td> <td>9%</td> <td>48%</td> <td>+39%</td> </tr> <tr> <td>Hispanic</td> <td>17%</td> <td>65%</td> <td>+48%</td> </tr> </tbody> </table>				Students	2003-2004 Algebra I	2004-2005 Algebra I	Algebra I (+/-)	AA/Black	9%	48%	+39%	Hispanic	17%	65%	+48%
Students	2003-2004 Algebra I	2004-2005 Algebra I	Algebra I (+/-)													
AA/Black	9%	48%	+39%													
Hispanic	17%	65%	+48%													
Description of any Modifications or changes to Methods & Strategies	<ul style="list-style-type: none"> ▪ Counselors of 8th grade students will review and counsel students for higher level math courses. ▪ A workshop on math pathways for Middle School Principals will be provided. 															
Comments	None															

IMPLEMENTATION BENCHMARKS

Targeted Program 8 th grade students	AFRICAN AMERICAN				HISPANIC				WHITE				TOTAL			
	2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	3756	29%	3937	31%	2782	22%	2839	22%	6220	49%	6034	47%	12758	100%	12810	100%
# of students enrolled in Algebra I	335		1906		478		1847		1333		4842		2146		8595	
% of students enrolled in Algebra I	9%		48%		17%		65%		21%		80%		17%		67%	

(5)

FACT SHEET - METHODS AND STRATEGIES: STUDENT PARTICIPATION

Target Programs	Increase the percentage of African American and Hispanic students taking the PLAN/ACT and the PSAT/SAT.																											
Target Students	10 th Grade African American and Hispanic Students																											
Contact Person	Judith Klinek, Director, Supplemental Educational Services (561) 434-7346																											
Description of Method, Strategy or Cluster of Methods & Strategies/ Target Dates	<p>September</p> <ul style="list-style-type: none"> Counselors will invite all students with a target of African American and Hispanic 10th graders to explain the test and discuss how results are used, and address barriers to the taking test. The Department of Supplemental Educational Services will share Best Practices with Principals from schools with high attendance in African American and Hispanic populations. <p>October</p> <ul style="list-style-type: none"> Coaches and club sponsors, acting as mentors, will encourage targeted students to take the test. Whenever possible, incentives will be given to 10th grade classes of students with high attendance on test day. Procedures for the test will include providing an "FCAT like" atmosphere within the school, waiting until late busses (if there are any) have arrived before starting, checking attendance in rooms to be sure all 10th graders report to test area. <p>September – October</p> <ul style="list-style-type: none"> Parents will be made aware of the mandate that all 10th graders must take PSAT and 11th graders are encouraged to take the test. This information will be in school and district handbooks. An announcement will be made at Open House. A message will be on the school marquee. 																											
Evidence of Success	<table border="1"> <thead> <tr> <th rowspan="2">Students</th> <th colspan="3">PLAN/ACT</th> <th colspan="3">PSAT/SAT</th> </tr> <tr> <th>2003-2004</th> <th>2004-2005</th> <th>+/-</th> <th>2003-2004</th> <th>2004-2005</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>AA/Black</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>53%</td> <td>70%</td> <td>+17%</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>75%</td> <td>77%</td> <td>+2%</td> </tr> </tbody> </table>	Students	PLAN/ACT			PSAT/SAT			2003-2004	2004-2005	+/-	2003-2004	2004-2005	+/-	AA/Black	0%	0%	0%	53%	70%	+17%	Hispanic	0%	0%	0%	75%	77%	+2%
Students	PLAN/ACT			PSAT/SAT																								
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Hispanic	0%	0%	0%	75%	77%	+2%																						
Description of any Modifications or changes to Methods & Strategies	<p>Our district will seek to improve the % of students taking PSAT in all disaggregated categories.</p> <ul style="list-style-type: none"> Counselors will work with 10th grade English teachers to speak to every class about the value of taking the test. Our district will generate an accurate list of 10th graders for each school so the school can ensure that they have reached every student. In Schools with a parent liaison position (Title 1 Schools), the liaison will contact parents of 10th graders to encourage them to talk to their children. 																											
Comments	None																											

IMPLEMENTATION BENCHMARKS FOR PLAN/ACT

Targeted Program 10 th Grade Students	AFRICAN AMERICAN				HISPANIC				WHITE				TOTAL			
	2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	#
Total student population	3792	31%	3024	26%	2132	17%	2233	19%	5805	47%	5681	49%	12235	100%	11608	100%
# of students taking the PLAN/ACT	0		0		0		0		0		0		0		0	
% within race taking the PLAN/ACT	0		0		0		0		0		0		0		0	

IMPLEMENTATION BENCHMARKS FOR PSAT/SAT

Targeted Program 10 th Grade Students	AFRICAN AMERICAN				HISPANIC				WHITE				TOTAL			
	2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	3792	31%	3024	26%	2132	17%	2233	19%	5805	47%	5681	49%	12235	100%	11608	100%
# of students taking the PSAT/SAT	2008		2111		1608		1725		4391		4639		8007		8475	
% within race taking PSAT/SAT	53%		70%		75%		77%		76%		82%		65%		73%	

Part IV

Gender Equity
in Athletics

PART IV

GENDER EQUITY IN ATHLETICS

This part of the report is for districts to evaluate each school's athletic program for compliance with gender equity in athletic requirements and complete the Compliance Verification Form provided. When a district finds that it is not in compliance with any of the gender equity in athletic components, a Corrective Action Plan for each school that is not in compliance will be submitted in the format provided by the OEA. For districts in total compliance, the Compliance Verification Form must be completed and submitted with the Superintendent's signature.

Districts that submitted gender equity in athletics corrective action plans with the 2003-2004 Annual Update will submit an evaluation of corrective actions demonstrating progress toward achievement of compliance

*Please note that Section 1000.05(6)(e), Florida Statutes, requires all district school boards, community college boards of trustees, and state university boards of trustees to submit data and information **necessary to determine compliance***

See the following pages for Gender Equity in Athletics Corrective Action Plan and the Compliance Verification Form.

Palm Beach County

District: _____

PART IV ISSUES IN ATHLETICS

Section B: Compliance Verification Form

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

IN COMPLIANCE

NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

IN COMPLIANCE

NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

IN COMPLIANCE

NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

IN COMPLIANCE

NOT IN COMPLIANCE

4. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

IN COMPLIANCE

NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

IN COMPLIANCE

NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

IN COMPLIANCE

NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

IN COMPLIANCE

NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE

NOT IN COMPLIANCE

10. Provision of housing, dining facilities and services provide equal opportunity. [Section 1000.05(3)(d)(9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c)(9)]

IN COMPLIANCE

NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act

Signature, Superintendent

Date

Part V

Vocational Technical Center: Status Report on Implementation of Substitution Requirement

PART V

VOCATIONAL TECHNICAL CENTERS

Status Report on Implementation of Substitution Requirements

This part of the report as in Section 1007.264 requires postsecondary institutions to provide reasonable substitutions of certain requirements for any persons who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirements is related to the disability.

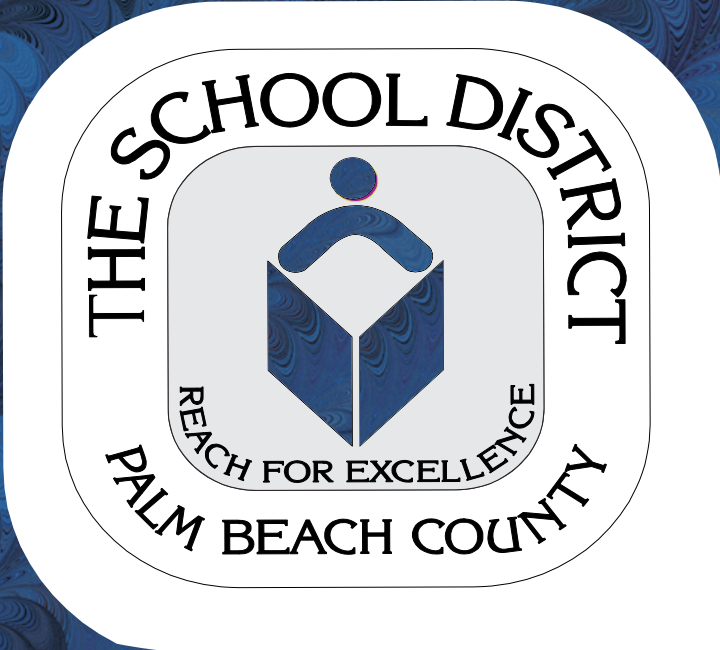
Districts that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.

Reasonable Substitutions should be available for:

- (1) Requirements for admission to the institution.*
- (2) Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program.*
- (3) Requirement for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program, and*
- (4) Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.*

This section of the Annual Update will include the following information:

Disability	Number of Requests for Substitution	Title of Courses for Which Substitutions were Granted	Title of Substitution Courses	Number of Students Granted Substitutions
Schizophrenia	1	GED	Accommodations	1
Legally Blind	1	GED	Accommodations	1
Specific Learning Disabilities	5	GED	Accommodations	5
Physical Disabilities	1	GED	Accommodations	1
ADD	1	GED	Accommodations	1



THE SCHOOL DISTRICT
REACH FOR EXCELLENCE
PALM BEACH COUNTY